



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME: PS/IS 102 QUEENS**

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q102**

**PRINCIPAL: ANTHONY PISACANO**

**EMAIL: APISACA@SCHOOLS.NYC.GOV**

**SUPERINTENDENT: M. CHAN**



### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Anthony Pisacano	*Principal or Designee	
Sharon DelVecchio	*UFT Chapter Leader or Designee	
Diane Hudson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Matthew Borelli	Member/Teacher	
Brian Weiss	Member/Teacher	
Mary O'Donnell	Member/Teacher	
Laura Murphy	Member/Parent	
Sandy Halaka	Member/Parent	
Maria Enaboifo	Member/Parent	
Estrelita Beja	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By January 2013, using Charlotte Danielson's Framework for Teaching, Priority 3b:"Using Questions and Discussion Techniques" and CCL Standards 6, building Academic Language we will raise the level of spoken language, word articulation and discussion protocols through developing questioning skills by 60% as evidenced by formal observations, snapshots, classroom visits and our Midyear School-wide Walkthrough**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**With the adoption of CCLS and Danielson's Framework for Teaching, it has become essential to raise the effectiveness of pedagogical practices through student centered discussion. These discussions necessitate an increased level of verbal output, hence, questions must be formulated in order to facilitate these discussions and students must develop a command of academic vocabulary.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) Timeline for implementation.
- **Professional development workshops in September focused on developing and maintain teachers' skills in questioning and leading class discussions.**
- **November's professional development activities will reflect on the work done up until this point and augment it.**
- **Coaches, Assistant Principals and network support staff will provide ongoing support via common prep periods, monthly grade conferences and inquiry work.**
- **Teachers will develop questions to be embedded in current units of study based on specific texts, as well as, mathematical practices in order to assess students' understanding of topics through discussions**
- **Ongoing monitoring of our progress will be documented in high leverage formal and informal observations, snapshots and walk through, which will focus on questioning and discussion techniques across all subject areas.**
- **This work will continue through the year in order to incorporate this practice in all units of study across all academic areas**

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 19 through 23 in this CEP.
  - conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services, nutrition, fitness, and technology training to build parents' capacity to help their children at home.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Tax Levy funds will be used to support goal achievement to fund coach positions and CFN. Coaches and CFN Support Specialists will provide targeted professional development activities to raise the level of spoken language, word articulation and discussion protocols.**

## **ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013, the progress of 100% of our at-risk students will be monitored and adjusted by members of our new Response to Intervention Team.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**A multi-leveled intervention approach to assist students experiencing academic difficulties was necessitated by the Special Education Reform. Students will be taken through tiers of intervention over a specific time frame in order to overcome academic deficiencies. The RTI team will work collaboratively with all constituencies to evaluate progress.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) Timeline for implementation.
- **By December our AIS team will be morphed into an effective RTI team**
- **RTI team will be comprised of administration, guidance, psychologist, academic intervention specialists, ESL coordinator and SETTS providers**
- **Procedures and protocols for the delivery of a tiered intervention model will be established with the assistance of constituencies**
- **A school-wide evaluation system will be put in place to assess both areas of needs and areas of strengths**
- **Supplemental support materials to be used during 37 ½ minute extended day, as well as, during the school day will be part of the tiered intervention model**
- **Monitoring of the efficacy of the RTI services as it pertains to student achievement will be ongoing**

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 19 through 23 in this CEP.
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services, nutrition, fitness, and technology training to build parents' capacity to help their children at home.
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X  Tax Levy      Title I      Title IIA      Title III      Grants      Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Tax Levy funds will be used to support goal achievement to fund intervention specialists and special education teachers. These staff members will be used to support student progress in each of the three RTI tiers.**

### **ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013, 100% of our staff will have worked in Inquiry groups to unpack Common Core Learning Standards in Math, specifically, the eight Mathematical Practices. We will identify pedagogical shifts as it related to the implementation of Citywide Instructional Expectations as evidences by a shift in planning.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**To meet the required Citywide Instructional Expectations in Math, as well as, develop in our teachers and students an understanding of the Math "practices" we saw a need to "unpack" each Common Core Learning Standard.**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **By November 2012 weekly inquiry by grade teams will have unpacked each of the mathematical practices, what it looks like for students and how they can support their students in the development of these practices**
- **An analysis of teacher responses as they relate to the common core expectations will be done to identify trends and areas in which shifts in pedagogical practices need to be made**
- **The math coach, assistant principals and network support staff will assist teachers in implementing changes in math pedagogy**
- **By January vertical teams will be established to look at practices across grades**

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 19 through 23 in this CEP.
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy           Title I           Title IIA           Title III           Grants           Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Tax Levy funds will be used to support goal achievement to fund coach positions and CFN. Coaches and CFN Support Specialists will provide targeted professional development activities to raise the level of spoken language, word articulation and discussion protocols as they pertain to the eight mathematical practices.**

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By November 2012, 100% of our students in grades 1-8 will have participated in the Implementation of a school-wide assessment tool. The iReady online tool will assess student's strengths and weaknesses. All staff will use this tool and work collaboratively to improve student progress as evidenced by data and grouping sheets.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**With the inception of the Response to Intervention model, a tool for assessment and intervention was needed. iReady assesses, diagnoses, remediates and will provide enrichment for all students in grades K-8 as part of the tiered intervention model.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **By November 2012 all student in grades 1-8 will have been assessed in both ELA and Math using iReady to identify strengths and weaknesses**
- **Professional development will be provided from Curriculum Associates for the RTI team who will turn-key to other constituencies**
- **Classroom teachers will use data to organize groups based on needs and/or strengths**
- **iReady will be used by classroom teachers as a tier 1 intervention**
- **After school, ESL and RTI teachers will use iReady as a tier 2 intervention**
- **Teachers will collaborate with support staff using data and resources of the program to support student progress**
- **By February all students in grades 1-8 will have taken the 2<sup>nd</sup> assessment to determine growth hence, the efficacy of iReady as an intervention tool**
- **By February students in Kindergarten will have taken the base-line assessment to identify strengths and weaknesses**
- **Kindergarten students in need of remediation will be invited to the 37 ½ Early morning program**

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 19 through 23 in this CEP.
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill

needs and what parents can do to help;

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy      X   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Title I SWP funds will be used to purchase a CCLS online assessment tool. iReady assesses, diagnosis and remediates. It is a critical component to our RTI plan and is an integral part of our tiered intervention plan.**

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June of 2013, 100% of our ELA units of study will have been revised and the number reduced to include appropriate grade level CCLS. Formatted units will include an addendum page for teachers to modify the unit to meet the needs of their particular class as evidenced by curriculum maps.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**In order to continue with the alignment to the CCLS adjustments to current units of study were required. It has been noted that teaching points and/or specific texts required modification based on student groups hence, the addendum to be added to each unit specifying these modifications.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) Timeline for implementation.
- **By October 2012, Assistant Principals, Coaches and teachers will determine which units of study can be deleted and which can be lengthened**
- **By June 2013, units that were chosen for revision will have undergone those revisions**
- **Addendum pages will be included to show modifications made based on pedagogical shifts**
- **Modifications will be discussed during grade meetings, common preps and vertical inquiry meetings**
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### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 19 through 23 in this CEP.
  - conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services, nutrition, fitness, and technology training to build parents' capacity to help their children at home.
  - conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

**Budget and resources alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy           Title I           Title IIA           Title III           Grants           Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Tax Levy funds will be used to support goal achievement to fund coaches and CFN instructional support specialist. Coaches and CFN specialists will provide targeted professional development workshops and activities to revise and reduce the number of units aligning each to CCLS and Common Core tasks.**

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
<p>Rtl - instruction and intervention given to struggling learners. Instruction is matched to students needs and the monitoring of progress is continuous.</p> <p><i>Foundations</i> - a phonics-based reading program used in grades 1-2.</p> <p><i>Recipe for Reading</i> - a phonics-based reading program used in grades 3-5.</p> <p><i>Leveled Literacy Intervention</i> - a supplementary intervention program used in grades K-2.</p>	<p>Both the classroom and Rtl teachers, in small group or one-to-one settings, provide these services.</p>	<p>These services are provided during the literacy blocks within the school day, the early morning 37 ½ minutes, and/ or after school for students in grades 2-8 who are a level 1 or 2.</p>	

<p><u>Making Connections</u>, <u>Focus</u>, and <u>TIME Exploring Nonfiction</u> are supplements used to improve comprehension</p> <p><i>i-Ready</i> - a web-based diagnostic assessment and instruction program</p> <p>Individual conferences, guided reading, and small group strategy lessons</p>		
<p><i>i-Ready</i> - a web-based diagnostic assessment and instruction program</p> <p>Individual conferences and small group strategy lessons</p> <p>Focus of Inquiry work</p>	<p>Both the classroom and RtI teachers, in small group or one-to-one settings, provide these services.</p>	<p>These services are provided during the school day, the early morning 37 ½ minutes, and/ or after school for students in grades 2-8 who are a level 1 or 2.</p>
<p>Small group intervention services emphasizing reading and writing nonfiction, specifically science material, for students identified as at risk</p>	<p>Science teachers provide these services.</p>	<p>These services are provided during the school day, the early morning 37½ minutes, and/ or after school for students in grades 4 &amp; 8 who are a level 1 or 2.</p>
<p>Small group and individual conferences emphasizing</p>	<p>Social Studies teachers provide these services.</p>	<p>These services are provided during the school day and/ or</p>

<p>reading and writing nonfiction of Social Studies related material.</p>		<p>the early morning 37½ minutes.</p>
<p>Advocates for programs and services that positively impact students' success.</p> <p>Provides developmental as well as prevention and intervention services.</p> <p>Supports and advices students with academic, social, or emotional issues.</p> <p>Focuses on reducing disciplinary referrals and suspension rates.</p> <p>Teaches mediation and conflict resolution.</p> <p>Facilitates access to community resources.</p>	<p>Guidance counselors provide these services.</p>	<p>These services are provided before, during, and after school.</p>

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

At present all of our teachers are Highly Qualified. All possess the licenses required for their particular positions. Once a teacher is hired they receive in-house professional development on specific pedagogical practices employed at 102 from our literacy and math coaches. New teachers are assigned a mentor teacher in their discipline/license area. Literacy and math coaches attend monthly lead instructor session at the network level. Other staff members attend other network professional development offerings both off and on site. When a professional development session takes place off site, those who attended turn-key information/practices gleaned to staff members either during monthly grade meetings, after school professional development sessions or inquiry meetings. Staff members are encouraged to attend professional development sessions, read professional articles and engage in professional conversations during professional periods as well as, during their off hours. To that end, all staff maintains a professional development log that is reviewed periodically with administration.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office. Work with community to bring in outside resources to the school. Support parents in job training and opportunities for ESL adult education;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services, nutrition, fitness, and technology training to build parents' capacity to help their children at home.
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;
- advocate for parents participation on CEC committees;
- encourage parents to participate in citywide events such as annual English Language Learner conferences
- establish community partnerships with elected officials, community agencies to continue to build a strong school community for our students and parents.

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- use of a K-12 alert system to inform parents of important events and/or emergencies;
- host a monthly “Café” for parents. An open forum where they can participate in risk-free conversations about ideas for and/or concerns about the school community
- facilitate a fitness program in conjunction with the City of New York to promote health and fitness for the whole family;
- involve our CFN in providing educational workshops for our parent community;
- develop and maintain a database to communicate with those parents who prefer email communication;
- monthly grade newsletters are prepared by staff to inform parents of units of study, assessments, community activities
- maintain school website with updated school information as well as, links to various resources in the city for all parents

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Charles Amundsen/Peggy Miller</b>	District <b>24</b>	Borough <b>Queens</b>	School Number <b>102</b>
School Name <b>P.S./I.S. 102</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Anthony Pisacano</b>	Assistant Principal <b>Michele Dzwonek</b>
Coach <b>Laurie Duke</b>	Coach
ESL Teacher <b>Josephine Bagni/ESL Coordinato</b>	Guidance Counselor <b>Alison Arduini</b>
Teacher/Subject Area <b>Kristen Cook/ESL Teacher</b>	Parent
Teacher/Subject Area <b>Cara Ciatto/ESL Teacher</b>	Parent Coordinator <b>Arelis Hernandez-Dilone</b>
Related Service Provider	Other <b>Barbara Leibowitz/Testing Coor</b>
Network Leader	Other

### C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	<b>10</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>1192</b>	Total Number of ELLs	<b>208</b>	ELLs as share of total student population (%)	<b>17.45%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Upon registration, all parents complete a Home Language Identification Survey (HLIS), indicating whether and to what degree their child uses a language other than English at home. A licensed ESL teacher is available to guide and assist parents in filling out the HLIS. All ESL teachers submit a copy of their schedule to the main office. When a parent comes in to register their child, the secretary looks at the schedule to see if an ESL teacher is available to conduct the interview and assist the parents in filling out the HLIS. If no one is available, the secretary will then schedule a time for the parent to return when someone in the ESL department is available.

When conducting the oral interview with parents who are not fluent in English, our school provides translators in the two dominant languages within the school - Spanish and Chinese. The Parent Coordinator is on hand to translate for Spanish speaking parents and one of the upper grade teachers is made available for Chinese translations.

Once the interview has been conducted and the HLIS has been completed, the ESL Department reviews the surveys and decides whether or not the student is eligible for the LAB-R. If the student is eligible, an ESL teacher will administer the LAB-R within the first 10 days of the student's admit date. After the students are tested and found eligible to receive ESL services, the school provides the parents of the newly identified ELLs with an orientation that describes the three different programs that are available for ELLs. For Spanish speaking students who do not pass the LAB-R, the Spanish LAB is administered within 10 days of their admission date. The administration is done by Licensed ESL teachers who are fluent in Spanish. On occasion, our Parent Coordinator assists with the administering of the Spanish LAB.

In order to ensure that all ELLs receive the NYSESLAT annually, the ESL department reviews the NYSESLAT eligibility report in ATS (RLER). The testing coordinator then orders all assessments that include testing in the four modalities (Listening, Speaking, Reading and Writing). Prior to the administration of the NYSESLAT, the ESL coordinator creates a testing schedule utilizing the testing window that ensures that all four components are administered to all ELLs.

After the LAB-R and Spanish LAB have been administered to all incoming ELLs within the 10 days of admission, parents are invited to attend a parent orientation where their options of the three program choices (Free standing ESL, Dual Language, Transitional Bilingual) are thoroughly explained. At the parent orientation sessions, program placement options are presented with clarity and objectivity. The meeting focuses on familiarizing the parents to the school system and explaining program options. The school's Parent Coordinator, Arelis Hernandez-dilone, translates all of the information presented to the parents in Spanish and Wendy Chuang, a Science teacher translates in Chinese. They clarify and answer any questions that parents may have.

A video in nine languages provides parents of the ELLs with information on what options they have. Parents are broken up into groups, based on their native language. The video is then shown to each group in that language. By viewing the video, parents get information about the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with the ELL Parent Brochure, which is available in several different languages.

After all parents have viewed the video, they are then asked to complete the Parent Survey and Program Selection Form. If a parent chooses a program that our school does not offer, we explain to the parent that we currently only offer Free Standing English as a Second Language and that they have the right to transfer their child to a school that has their desired program. If enough parents with the same language choose a program other than English as a Second Language, then the program will be implemented. We review

parent choice letters each year from previous years to determine if we have enough parent interest in other programs (Dual Language & Transitional Bilingual) to open a class. In the future if we ever encounter the situation we will contact those parents and inform them of the new class situation.

The ESL Department ensures that all entitlement letters and Parent Survey and Selection Forms are returned in a timely manner. Continued Entitlement letters are sent out at this time as well to all ELLs who are currently in the program. Teachers use their class rosters that contain the names of all identified ESL students to check off which forms have been returned. If the student does not return the form by the due date, teachers will distribute a second form to take home. If the form is not returned for the second time, teachers will follow up with a phone call. They will explain the importance of returning the form and tell the parent that if the form is not returned promptly, their child will be assigned as a student in need of a Transitional Bilingual Program as per CR Part 154.

Although our student population is primarily Chinese and Spanish speaking, when necessary we contact the Translation hot-line to assist parents in other languages. Additionally, Ms. Kim, an ESL teacher translates for Korean parents and Ms. Patoli, our Science teacher translates for Urdu parents.

The trend over the last few years shows that most parents selected the English as a Second Language Program. This year we are hosting students from a school in another neighborhood and saw an increase of three parents interested in the Transitional Bilingual program. The few parents that choose a program other than ESL are explained that they can transfer their child to another school after being informed that our school did not have a sufficient number of students for a bilingual class. If parents reject the option to transfer their child to another school, then the student is placed in the ESL program. If enough parents are interested in a program other than ESL, we would also contact parents who chose TBE/DL programs from the previous year. Based on parent feedback, the program model offered at our school is aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	6	4	3	2	3	3	2	2	2	0				27
<b>Total</b>	<b>6</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>27</b>

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	208	Newcomers (ELLs receiving service 0-3 years)	179	Special Education	24
SIFE	0	ELLs receiving service 4-6 years	27	Long-Term (completed 6 years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [i](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	179	0	15	27	0	7	2	0	2	208
<b>Total</b>	<b>179</b>	<b>0</b>	<b>15</b>	<b>27</b>	<b>0</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>208</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	27	15	9	4	11	4	4	1	2					77

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese	25	15	15	8	9	9	3	6	6					96
Russian		1												1
Bengali			1		1	2								4
Urdu		1			1		1							3
Arabic					1	1								2
Haitian														0
French														0
Korean		1												1
Punjabi														0
Polish	1													1
Albanian														0
Other	8	2	4		3	4	1		1	0				23
<b>TOTAL</b>	<b>61</b>	<b>35</b>	<b>29</b>	<b>12</b>	<b>26</b>	<b>20</b>	<b>9</b>	<b>7</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>208</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

The school uses the push-in model, which promotes collaboration between the classroom teacher and the ESL teacher, decreases in-class instruction time loss, and decreases student travel time to and from the ESL classroom. Six certified ESL teachers push into the classroom to service the ELLs. They collaborate with classroom teachers in providing differentiated instruction to support the ELLs in reading and writing workshops, vocabulary, grammar and/or social studies. The overall goal is to incorporate ESL strategic instruction and methodologies in every lesson. At the end of every school year, administrators, classroom teachers and ESL teachers collaborate to reorganize the ESL population into classes for the upcoming school year. Students are grouped based on their English proficiency level in

## A. Programming and Scheduling Information

order to meet the mandated number of instructional minutes.

Students in the ESL program receive all instruction in English. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English proficiency levels (as determined by the LAB-R or NYSESLAT scores). The beginning and intermediate students receive 360 minutes a week of ESL instruction. The advanced students receive 180 minutes a week of ESL instruction. In addition, the Advanced students also receive 180 minutes of ELA instruction per week. These instructional minutes are delivered using the push-in model. To assure that the mandated number of instructional minutes is provided, ESL teachers create their push-in schedules based on the proficiency levels of the students.

Our balanced-literacy program is nonfiction focused, which permits the development of reading skills as well as the infusion of content knowledge in Science and Social Studies. Therefore, when an ESL teacher pushes into the classroom during literacy, he/she delivers instruction in English and uses a variety of resources to make content comprehensible. The teacher makes the objective clear to the students and the concepts taught are age appropriate. When planning lessons, teachers also take into consideration the students' L1 literacy, second language proficiency, and the reading level of the materials. ESL teachers also build on the students' prior knowledge and introduce new vocabulary in context. In the content areas, teachers also develop the students' academic language through read alouds. They focus on those Tier 2 words that are often difficult for ELLs. Teachers choose a "juicy" sentence and unpack the language of that sentence together with the students (Sentence Acrobatics). Teachers use several strategies such as TPR, "talk it out" or "draw it out" to make language meaningful for students. To make content comprehensible, teachers use additional materials such as charts, graphs, pictures, illustrations, realia, math manipulatives, videos, computers and demonstrations. The activities that teachers incorporate include lesson concepts as well as opportunities for ELLs to practice the English language within the four modalities. Students are given content area glossaries in Social Studies, Math and Science in their native languages

ELLs are appropriately evaluated in their native language when they take the Math and Science state tests. ELLs who choose to, can take the test in their native language, rather than in English. Their responses are then translated by a staff member who speaks the same native language. Once translated, the responses are evaluated and scored.

We target ELL subgroups and differentiate instruction in many ways. ELLs in U. S. schools less than three years are placed in classrooms based on their proficiency levels to make sure that they are properly serviced. Newcomers are invited to attend the Extended Day Program in which they will receive 37.5 minutes of instruction centered around basic vocabulary, sight words and social interaction skills. For this upcoming school year, newcomers will also have access to a computer-based program called Imagine Learning English. They will use this program five times a week, either during the Extended Day Program or during the day. By using this program, students receive direct strategy instruction as they learn key vocabulary words, listen to a narrator model how to read the text, and even record themselves reading. They also receive direct instruction on important reading comprehension strategies common to state tests. The program assesses each student to meet their individual needs and places students at their ideal starting point within the curriculum.

In order to prepare ELLs who have been here for one year and need to take the ELA test, we create a Test Prep unit of study. The unit covers essential skills and test taking strategies that students need to be successful on the ELA test. ESL teachers work on these strategies during Reading and Writing Workshop and use various resources such as sample ELA test questions, Comprehension Matters and Focus strategy books. Students also take the Periodic Assessments throughout the year, which includes a Predictive Assessment. The data from these assessments is used to group students for guided instruction in ELA.

For ELLs receiving 4 to 6 years of service, we continue to provide instruction based on their proficiency level and NYSESLAT modalities. Students are grouped based on their needs and small group instruction is provided to help students become proficient in all four modalities. For long term ELLs, we study each case and decide what other services should be provided, such as AIS, Extended Day Program, and/or after school programs. For those ELLs who are identified as having special needs, we follow the recommendations for goals and objectives as per their IEP. ESL teachers collaborate with classroom teachers to discuss these goals and plan instruction accordingly.

In our Extended Day Morning Tutorial program, we offer additional support to ELLs in ELA, Math, Science and Social Studies. Students are selected based on state test results, teacher recommendations, report card grades and other assessments. In addition, After School Programs are offered throughout the year in content areas and made available to ELLs. Both programs are taught in English and are implemented using ESL methodologies.

In grades K-5, teachers of ELLs-SWDs use an instructional program called StoryTown. This program uses a variety of fiction and nonfiction selections that incorporates academic vocabulary that helps to create a rich learning environment through carefully selected words. StoryTown features an organized, direct approach to teaching reading. The program emphasizes explicit, systematic instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. The program provides activities suited to different types of learners and classroom settings to reinforce instruction and learning.

In grades 6-8, teachers of ELLs-SWDs use a program called Bridges to Literature. This is a structured balanced literacy approach for

## A. Programming and Scheduling Information

teaching literacy skills to middle school students. The program uses engaging literature selections, combined with strategies and skills instruction, to help less-proficient readers prepare to read on-level literature. The literature selections contain high-interest, age-appropriate material with readability levels that address the needs of students with reading levels between 3.0 and 6.5. Teachers use the assessment tools provided in the program to determine reading levels, check reading fluency and monitor student progress. This program also provides access to academic content within the nonfiction selections that the students are exposed to.

### Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

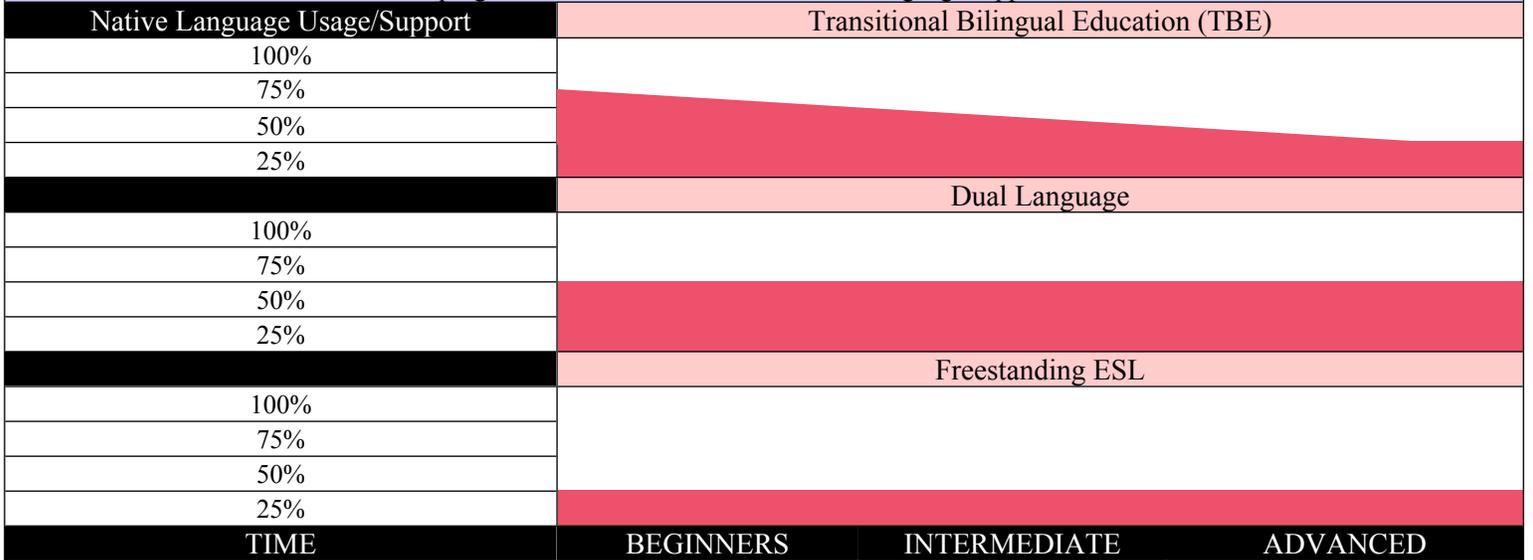
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Academic Intervention Team at P.S./I.S. 102Q has been very proactive in identifying students in need of academic intervention services based on teacher recommendations, criterion referenced assessments, and standardized test scores. Once identified, the team formulates an intervention plan and determines what additional services the students need. In our Extended Day Morning Tutorial program, we offer additional support to Intermediate and Advanced ELLs in ELA, Math, Science and Social Studies. Students are selected based on state test results, teacher recommendations, report card grades and other assessments. In addition, After School Programs are offered throughout the year in content areas and made available to ELLs. Both programs are taught in English and are implemented using ESL methodologies. Our non-English and Beginner ELLs will be participating in a new computer-based program called Imagine Learning English. They will use this program 3-5 times a week, 20 minutes each session.

ELLs who have achieved proficiency on the NYSESLAT are referred to the Academic Intervention Team for instructional support. An academic intervention specialist provides this support for two years. Students are instructed individually or in a small group. Individual student progress is discussed at weekly AIT meetings. These students are also invited to our After School Programs for Reading, Writing, Math and/or Science.

For the upcoming school year, we will be implementing a new computer-based program called Imagine Learning English. The Imagine Learning English curriculum is founded on scientifically based research and state standards. The program focuses on the four modalities of language: Listening, Speaking, Reading and Writing. In this program, students watch video clips to learn the most useful conversational phrases in diverse settings, produce and record conversational phrases and listen to and respond to stories. Students also receive direct strategy instruction as they learn key vocabulary words, listen to a narrator model how to read the text, and even record themselves reading. Additionally, they receive direct instruction on important reading comprehension strategies common to state tests. This program strengthens phonemic awareness and builds comprehension by having students complete graphic organizers, write summaries and complete a journal response. Students also learn both basic and academic vocabulary, including valuable cross-curricular words common to social studies, science and math. Students will use this program with guidance from their classroom teacher or an ESL teacher, 3-5 times a week, 20 minutes for each session.

At the end of last year, the programs set in place for ELLs were evaluated and were considered effective. Therefore, all programs currently being implemented will remain in effect for the upcoming school year.

ELLs are offered equal access to all school programs during the school day and after school. ELLs are invited to attend curricular programs such as the Extended Day Program, which focuses on the development of the four modalities of language and After School Programs (Literacy, Science, Math), which assist students in achieving grade level performance. They are also invited to extracurricular activities such as Maspeth Town Hall, which assists student with homework and provides them with arts and crafts activities. ELLs are also invited to participate in clubs such as, chorus, art, band, cheerleading, basketball and horticulture. They are also invited to participate in extracurricular activities such as Dance, Theater, Robotics and Chess that are offered as an enrichment program. Letters are sent to parents of all students including ELLs, explaining the programs and asking for permission to attend. Once parent permission is received students begin participation until the conclusion of the program.

The school provides teachers with various instructional materials to support ELLs. In the lower grades, Leap Frog, books on tape, big books, leveled Guided Reading sets, picture dictionaries, First Thousand Words CD-Rom and Jazz Chants are some of the resources that are available to teachers. In the upper grades, National Geographic guided reading sets, Comprehension Matters skills sets, Recipe for Reading, Connecting Vocabulary, big books and books on tape are available to teachers. In addition, sets of content related books in the areas of Social Studies and Science are available for teachers to use during small group instruction. Students are encouraged to use native

language glossaries in the content areas. The use of technology is encouraged through websites such as brainpop.esl.com and starfall.com.

Since we only use Freedstanding ESL we promote the use of the students' Native Language where it is helpful. We encourage students to transfer their Native Language skills whenever possible through the use of glossaries, library books and the Imagine Learning program. We ask students to use their Native Language to help newly admitted students when necessary. We often place students with little or no English in partnerships or triads that includes a student that speaks the same Native Language. Therefore, the new student can still engage in partner conversations. We also give students the opportunity to write in their Native Language, if they have not yet acquired the skills needed to write in English. A staff member will then translate the student's writing into English. To provide additional support in the Native Language, students are provided with glossaries containing words related to the content areas. Additionally, native language support is also offered when the students use the Imagine Learning computer program. The program offers first-language support for speakers of 14 different languages. First-language support is strategically withdrawn as a student's ability to understand English increases, so instruction is challenging but not overwhelming.

The ESL push-in model supports students using developmentally appropriate texts and materials that also correspond to the age and grade level of the students. Teachers choose texts based on the students lexile range. This ensures that it corresponds to the students grade level. Low level high interest books are available for student use during independent reading. Additionally, graphic novels are also available in order to support students age levels if their reading level does not. Read alouds are chosen based on grade level appropriate texts from the Common Core library.

Currently, we do not offer any activities to assist newly enrolled ELLs before the beginning of the school year. Identified ELLs are given the LAB-R in the beginning of the school year. After the students have been tested and identified as ELLs, an orientation is provided for parents to inform them about the program.

In terms of foreign language electives, currently our school offers one option. At the intermediate level (grades 6-8), Italian is offered as a foreign language to all students. The students receive one instructional period of foreign language each day.

### **C. Schools with Dual Language Programs**

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional development at P.S./I.S. 102 is on-going. It includes planning for language development in reading and writing, scaffolding lessons, using differentiated instruction, using ESL methodologies, collaborative teaching, NYSESLAT preparation and meeting the Common Core State standards. Through professional development, teachers collaborate and share test results and scores are analyzed for instructional modification. Additionally, ESL teachers attend outside professional development workshops and turnkey information to the all teachers working with ELLs. Additionally, the ESL Coordinator will attend monthly ELL Liaison Meetings that are given by the ELL Network Support Specialist. She will then turnkey the information to the rest of the ESL Department and/or other staff members who work with ELLs. Professional development session will be given during monthly grade meetings on all grades. Teachers, paraprofessionals and out of classroom staff attend these meetings. Topics will included ELL students and Content Area Vocabulary, Building Comprehension Strategies in ELA, Building Academic Language and Support for the NYSESLAT.

Assistant principals attend monthly professional development sessions offered by our CFN. Paraprofessionals also attend Professional development workshops both in and out of the school building. Guidance counselors attend professional development sessions that teach them how to assist all ELL students.

Since we are now a Pre K-8 School, the transition from elementary to middle school is made easier by the consistency in the school setting, administration and teacher staff. Students are transitioned seamlessly into an academic, rich environment. Therefore, the transition to middle school for our students is unencumbered, making it anxiety free for all ELLs. Students are familiar with the school rules and expectations. Beginning in grade six, students rotate to different classrooms throughout the day to receive instruction in different subject areas. They are exposed to various teaching styles and classroom environments. In June, ELLs in grade five will be invited to attend a seminar given by the guidance counselor to inform them of the changes they may encounter in the 6th grade. To help students transition to high school, our school offers workshops, individual and group counseling sessions and information packets in a variety of languages.

Specific workshops have been planned for professional development days (Election Day and Brooklyn Queens Day) as well as after school sessions prior to administration of the NYSESLAT. This will ensure that any new teachers will receive at least 7.5 hours (or ten hours for special education teachers and special education paraprofessionals) of ELL training in strategies that will assist ELL students. Once a teacher has completed the required hours of professional development, a certificate is printed and kept on file in the ESL Compliance Binder.

Several staff members that work with ELLs attend these workshops. This may include Assistant Principals, ESL Teachers, ESL Coordinator, Common Branch Teachers, Subject Area Teachers, Special Education Teachers, Guidance Counselors and Paraprofessionals. Activities and topics at these sessions may include: Planning instruction for ELLs, building academic language, selecting read alouds that contain “juicy sentences”, building a comfortable classroom environment for ELLs and helping ELLs achieve success in the content areas.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

We make parent involvement a big priority at our school. In order to develop a welcoming environment and parent participation, the school invites parents to various celebrations throughout the year; such as Meet the Teacher, Math Games Night, The 100th Day of School, school concerts and many more. For parents of ELLs, the school conducts parent workshops with the assistance of the Parent Coordinator. The ELL parent workshops focus on orienting the parents to the school system and explaining program options, standards, curriculum, assessments, student expectations, general program requirements and how parents can help their children at home. Workshops on familiarizing parents with the ELA and NYSESLAT are given throughout the year. By attending these workshops, parents become more aware of the format of these assessments. They are given suggestions on how they can provide additional support for their child at home. Additionally, the Parent Coordinator offers many workshops throughout the year for all parents, including parents of ELLs. Workshops are often held during monthly Parent Association meetings or at other times that are convenient for parents. Topics at these workshops include: Support at Home, Resources in the Community, Cyberbullying, Domestic Violence, Advice for State Tests and other helpful topics. The Parent Coordinator also accompanies parents of ELLs to the ELL Parent Conference that is hosted by the Board of Education and is held at Columbia University. This is an annual event that is usually held in the Spring. Parent attendance at this event has been very successful at our school for the last few years. In addition, the Parent Coordinator attends many workshops hosted by agencies such as, The Queensborough Hall Immigration Task Force, Building Communities and Western Queens Consultation Center. After attending these workshops, she turnkeys the information to parents at the school's monthly P.A. meetings.

The school always asks parents for feedback on workshops and other school functions they attend. Parents are asked whether the day or time was a factor when deciding whether or not to attend an event. Parents are also asked whether a translator in their native language would have been helpful at certain workshops. From the feedback that we receive, the school makes adjustments to what day and time they hold parent events. Translators may also be provided for certain school functions where there are a large number of parents attending who speak the same language.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	28	9	3	4	6	6	1	6	0					63
Intermediate(I)	18	10	4	6	8	3	2	1	4					56
Advanced (A)	41	17	5	11	8	4	3	4	1					94
Total	87	36	12	21	22	13	6	11	5	0	0	0	0	213

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>	1	1	0	1	3	3	1	1	0				
	<b>I</b>	8	2	1	1	2	2	1	4	0				

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>A</b>	5	18	8	8	7	6	4	3	2				
	<b>P</b>	18	27	4	13	10	10	8	6	6				
READING/ WRITING	<b>B</b>	7	7	2	3	5	5	1	6	0				
	<b>I</b>	11	8	4	6	8	3	2	1	4				
	<b>A</b>	5	12	4	11	5	3	3	4	1				
	<b>P</b>	9	21	3	3	4	10	8	3	3				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	5	3	0	13
4	5	8	3	0	16
5	2	12	1	0	15
6	5	6	2	0	13
7	4	6	0	0	10
8	2	5	0	0	7
NYSAA Bilingual Spe Ed	0	0	0	0	0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	12	2	7	1	2	0	25
4	3	0	8	1	4	3	3	0	22
5	4	0	7	1	7	1	0	1	21
6	2	0	1	0	4	2	5	1	15
7	3	0	3	1	1	1	3	2	14
8	1	0	0	0	6	0	1	0	8
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	4	0	7	4	4	0	22
8	2	0	5	0	1	0	0	0	8
NYSAA Bilingual Spe Ed									0

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

To assess early literacy skills, teachers use on-going running records and Fountas and Pinnell Benchmark assessments. They use formal and informal assessments, conference notes, individualized student goals and student portfolios to help determine what differentiated instruction is needed. These assessments This information helps teachers drive instruction by tailoring to the needs of the students and finding commonalities within their class.

After reviewing NYSESLAT data from Spring 2011 and LAB-R data for new admits from Fall 2011, several patterns were revealed. In Kindergarten 53%, of the students achieved a score of Beginning or Intermediate on the NYSESLAT and LAB-R. We attribute this to the fact that all of the students have been in the ESL program for one year or less and were therefore unfamiliar with standardized test taking. In addition, these students were not in the program long enough to acquire English proficiency. About 44% of the Kindergarten students scored at the Advanced and Proficient level in Reading and Writing, while 72% of these students scored at the Advanced and Proficient level in Listening and Speaking. This shows that Kindergarten students made good progress in Listening and Speaking throughout the year, showing that these students have stronger auditory and verbal skills than Reading and Writing skills. In order for these students to acquire proficiency in Reading and Writing, they need more time in the ESL program so they can continue to receive support that will help them gain proficiency in these areas.

In First Grade, 68% of students scored at the Advanced or Proficient level. About half of the first grade students tested proficient across all four modalities. This shows us that the students were more comfortable and familiar with the format of the test, since they had previously taken a test of the same format in Kindergarten. Also, ESL teachers used data from the NYSESLAT of the previous year to target student weaknesses within the four modalities (listening, speaking, reading and writing).

In Second Grade, 53% of the students scored at the Advanced and Proficient levels. In Third Grade, 61% of the students scored at the Advanced and Proficient levels. This shows a steady increase in the number of students who scored at the Advanced and Proficient levels. These students made progress from the previous year across all four modalities.

In Fourth Grade, 59% of the students scored at the Beginning and Intermediate levels while 41% of the students scored at the Advanced and Proficient levels. This shows us that there were a large number of fourth grade students in the early stages of language acquisition. There were many students in fourth grade who were newcomers the previous year and they still need more time in the program before they gain proficiency. There was also an influx of non-English students in the fourth grade that year, making many of the ELLs tested in fourth grade beginners.

In Fifth Grade, 38% of students scored at the beginning and intermediate levels, while in Sixth grade, the percentage decreased to 21%. Additionally, 62% of fifth graders and 78% of sixth graders scored at the Advanced and Proficient levels. These results reflect a decrease in the number of beginner students from grades five to six, and an increase in the number of advanced and proficient students. These changes in levels show progress across all four modalities as students become more familiar with the test and acquire more language and experience in the ELL program.

In Seventh Grade, 42% of students scored at a beginning level. There were many newcomers in this grade who did not have much language experience and were unfamiliar with the format of the test. About half of the students in Eighth Grade scored Advanced and Proficient. Most of these students have received continued ELL support for two or more years and have made progress across the four modalities.

Using these results, ESL teachers will form small groups and target specific reading and writing skills to help students achieve proficiency in these areas. We will incorporate writing activities to match the writing component on the NYSESLAT when planning units of study and after school instruction. The patterns seen across NYSESLAT modalities will affect instructional decisions. Teachers will group students based on their needs in reading, writing, listening and/or speaking. They will provide students with support and activities to help them progress to the next level of proficiency. Teachers may also make adjustments to their schedule in order to give students more support in their area of need. Additionally, this year we will be implementing a new computer-based program called Imagine Learning English to provide extra support to our beginning students. This programs offers students practice in Listening, Speaking, Reading and Writing.

After examining the results from the New York State English Language Arts exam, it was found that 31% of the ESL population scored a Level 1 and is far below grade level. This percentage decreased from the 2010 ELA results where 42% of the ELL population scored a Level 1. The 2011 ELA results also showed that 57% of ELLs scored a Level 2 and are approaching grade level. This showed a slight increase from the 2010 ELA results where 49% of ELLs scored a Level 2. Additionally, the 2011 ELA results showed that 12% of the ELL population scored a Level 3 and are at grade level. This number doubled from the previous year where only 6% of ELLs scored a Level 3.

After analyzing the results from the New York State Math Exam, it was found that 53% of ELLs in grades 3-8 scored a Level 3 or 4. Out of these students, 12% took the test in their native language. This is an increase from the previous year where 42% of the ELL population scored a Level 3 or 4, and 25% of them took the test in their native language.

Out of the students in grade 4 that took the New York State Science Test, 68% scored at a Level 3 or 4. Out of these students, 50% took

the test in English and 18% took it in their native language. In Eighth Grade, 63% of ELLs scored at a level 2 on the State Science Exam. Additionally, 12% scored at a Level 3 and 25% scored at a Level 1. All of these students took the test in English.

After analyzing the results of the state assessments, we have learned that many of our ELLs are still lacking the academic language needed to be successful on these tests. We have also learned that our ELLs do not have sufficient skills to comprehend content area material and produce writing that is purposeful about the content. As teachers, we must work to build academic language and expose students to rigorous texts. We must keep in mind that simplified texts usually contain Tier 1 and some Tier 3 words, simple sentence structure, and no figurative language. By exposing students to more complex, rich texts, and giving them the tools to tackle them, students will be more prepared when taking the state assessments.

Student success is measured in a variety of ways. Teachers use both informal and formal assessments to measure student progress. Informal assessments such as running records, conference notes, student portfolios, Fountas and Pinnell Benchmark assessments and individualized student goal sheets are used periodically throughout the year. Formal assessment such as the LAB-R, Spanish LAB, NYSESLAT, Periodic Assessments in ELA and Math and other state exams are given to ELLs throughout the year and the results are analyzed. In order to measure success, we look for steady progress and individual growth in every student.

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

## Part VI: LAP Assurances

**School Name:** S./I.S. 102

**School DBN:** 24Q102

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony Pisacano	Principal		11/1/11
Michele Dzwonek	Assistant Principal		11/1/11
Areli Hernandez-Dilone	Parent Coordinator		11/1/11
Josephine Bagni	ESL Teacher		11/1/11
	Parent		
Kristen Cook/ESL	Teacher/Subject Area		11/1/11
Cara Ciatto/ESL	Teacher/Subject Area		11/1/11
Laurie Duke	Coach		11/1/11
	Coach		

School Name: S./L.S. 102

School DBN: 24Q102

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alison Arduini	Guidance Counselor		11/1/11
	Network Leader		
Barbara Leibowitz	Other <u>Testing Coordinator</u>		11/1/11
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 24Q102      **School Name:** P.S./I.S. 102

**Cluster:** 2      **Network:** 207

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Every October, a survey is conducted in every classroom to identify the language parents would be most comfortable in when receiving school information. After all surveys have been completed and collected, an Excel spreadsheet is created by the Parent Coordinator and used by Administration, Teachers, and School Aides to disseminate translated versions of pertinent school information. For this school year, the survey identified the numbers of these languages: English 639(52.5%), Chinese 255(20.98%), Spanish 258(21.2%), Bengali 21(1.73%), Filipino 3(0.25%), Indonesian 6(0.49%), Urdu 7(0.58%), Korean 9(0.74%), Arabic 1(0.08%), Burmese 3(0.25%), Vietnamese 1(0.08%), Portuguese 1(0.08%), Persian 1(0.08%), Albanian 2(0.16%), Thibetan 1(0.08%), Farse 1(0.08%), Japanese 1(0.08%), Nepali 1(0.08%), Pukadesh 1(0.08%), Tagalog 3(0.25%) and Croatian 1(0.08%) of the 1,216 surveys that were collected. For oral interpretation needs, we hire outside translators and use the interpretation unit of the Department of Education for the Chinese and Spanish, who are used during Parent Teacher Conferences. We also have several staff members who are fluent in Korean, Urdu and Bengali who assist in translations when needed.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

As noted above, these findings were reported to the School Leadership Team as well as discussed with the Instructional Cabinet. Copies of the language survey were also distributed to teachers, administrators, and aides. The school aide staff subsequently used these numbers when distributing the translated versions. The results of the language survey were also shared with parents at a Parents Association Meeting. At a Faculty Conference, teachers were made aware of the translators hired for the Parent Teacher Conferences.

Our findings showed that we need to provide translators at Parents Association Meetings and Parent Teacher Conferences in the two dominant languages, Spanish and Chinese. Standard forms and letters generated at the school level will be translated into Spanish and Chinese. Letters generated by the Department of Education will be distributed in the eight covered languages.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

School-wide Board of Education notices, which are already translated, are given by the principal to the school aides for copying. Using the parent language survey, school aides prepare class packets based on the number of translated versions needed. Documents, such as form letters, permission slips, etc. will be translated into the covered languages through the Translation and Interpretation Unit. Classroom teachers will be responsible for having translated versions of report cards available to parents. Bilingual staff members translate any notices, letters, and flyers in house that need prompt distribution, ex. ESL orientations, AIS workshops, and after school workshops.

Our school will provide the following:

- Health – we will translate notices, such as absence notices to parents using in-house staff or the Translation and Interpretation Unit.
- Safety – we will translate all notices regarding safety issues, such as our Evacuation Plan from the Safety Plan, Snow Day notices, etc. using the Translation and Interpretation Unit. We will also add a notation on blue emergency cards if the parent speaks a language other than English.
- Legal or Disciplinary Matters – we will translate all notices/letters, such as suspension letters, holdover letters, etc. using the Translation and Interpretation Unit.
- Entitlement to public education or placement in any special education, English Language Learner or non-standard academic program - all of these notices are already provided by the Department of Education in the primary languages.
- Telephone calls –Bilingual staff members will translate for emergency calls to parents/guardians.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We will continue to hire outside vendors for translation into Spanish and Chinese at our Fall and Spring Parent Teacher Conferences. We will seek parent volunteers for translation services at Parents Association meetings. We enlist bilingual staff members for translation services during other pertinent meetings with parents. The Translation and Interpretation Unit will be used when needed.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

- When parents register their child, they are asked to fill out a Home Language Identification Survey. At this time, the language that parents would like to receive written information from the school is identified. If parents request information in a language other than English, and it is one of the covered languages, they will be given a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services.
- A welcome sign and a sign informing parents that interpretation services are available are posted in the main lobby of the school. The signs are clearly visible when parents walk in the school through the main entrance. The signs are posted in the eight covered languages.
- If a parent or visitor does not speak English, a School Safety Agent or staff member will determine the language of the parent and then attempt to locate a translator within the building by contacting the main office. If a translator is not present within the building, the S.S.A or staff member on duty will escort the parent to the main office, where a school representative will contact the Translation and Interpretation Unit at 718-752-7373 to request telephone translation.
- If parents of more than 10% of the children at our school speak a language that is neither English nor a covered language, we will contact the Translation and Interpretation Unit to provide translations for any necessary documents.
- Parents who speak a language other than English are encouraged to visit the Department of Education's website at [www.nyc.gov/schools/offices/translation](http://www.nyc.gov/schools/offices/translation), where information is provided for parents in each of the covered languages.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <u>P.S./I.S. 102</u>	DBN: <u>24Q102</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>60-65</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers:

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: PS/IS 102's Title III program will be offered to Beginner, Intermediate and Advanced ELL's in grades three through eight. The program will consist of four classes with a maximum of fifteen children in each class. The program will be divided into two sessions. The first session will service Beginner and Intermediate students and the second session will service Advanced students. This program will be implemented two days a week, beginning in November and ending in April, for a total of 31 sessions. Students will meet on Mondays and Wednesdays (3:00-4:30 pm) for a total of three hours per week.

The After School program will specifically address the improvement of literacy skills through English instruction. Instruction will be provided in English to help students meet the Common Core State standards in ELA. In the first session instruction will focus on literacy using ESL strategies and methodologies. We will focus on improving reading comprehension, vocabulary development and building academic language through read alouds. Additionally, the Imagine Learning computer-based program will be used to assist Beginner students achieve proficiency in English thus increasing their comprehension. This program provides students with direct instruction as they learn key vocabulary words, listen to the narrator model how to read the text, and even record themselves reading. The iReady computer program will also be used by Intermediate and Advanced students to assist in the development of comprehension strategies. This program will assist teachers in addressing the diverse needs of every student through differentiated instruction. The program will monitor student progress and provide teachers with reports that will help them target students' needs. Both Imagine Learning and iReady provide direct instruction on comprehension strategies on students reading level in order to meet their individual learning needs.

In the second session the focus of instruction will be on preparing students for the NYSESLAT and the ELA. We will be using data obtained from the AMAO Estimator Tool to group students and target specific needs.

Teachers will use ongoing assessments such as one-on-one conferences, small group instruction, iReady assessments and pre and posts tests to gauge their students progress. Supplemental materials will be provided to augment a variety of instruction. Among those are Options Just Right Reading, Connecting Vocabulary, Getting Ready for the NYSESLAT, and Finish Line Reading. General instructional supplies, such as notebooks, folders, pencils, chart tablets will be purchased to support the after-school program.

All three teachers working in the Title III Program are fully certified ESL teachers. Each teacher will be assigned accordingly for the first session and the second session. One teacher will be assigned to grades three and four. Another teacher will be assigned to grade five. And the third teacher will be assigned to grades six, seven and eight.

## Part C: Professional Development

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: P.S./I.S. 102's Title III professional development program will focus on providing teachers with the opportunity to English Language Learners. It will also focus on preparing ELLs to meet and exceed the NYS Common Core Standards in ELA and to achieve higher scores on all state assessments. The teachers that will be receiving professional development are the ESL teachers that are participating in the Title III program. These sessions will be used to help teachers plan for the after school sessions and choose appropriate materials to use with their students.

Professional development will be provided for teachers who will be implementing the i-Ready web based program. Teachers will be trained on how the program works and how to use the data provided to drive instruction. The i-Ready program is an instructional computer program which offers research based lessons based on an initial diagnostic test. This program will assist classroom teachers in addressing the individual needs of every student through differentiated instruction. It also allows for collaboration among teachers and ensures that all student needs are met.

Teachers will also be trained on how to use the AMAO Estimator Tool to obtain data on English Language Learners and use the data to target individual needs.

Teachers participating in the professional development workshops will be paid at the per session rate. The Assistant Principal/ESL Supervisor will provide professional development on various topics for teachers that are participating in the after school program.

Topics that will be addressed during these professional development sessions are as follows:

1. One two-hour professional development session will be devoted on training teachers on how to implement the iReady web based program effectively and how to use the data from the reports to drive instruction.
2. One one-hour professional development session will be devoted on analyzing the data received from the AMAO Estimator tool and using the reports to form groups and target specific individual needs.
3. One one-hour professional development session will be devoted on building academic language and preparing ELLs for the NYSESLAT.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

### Part D: Parental Engagement Activities

Begin description here: P.S./I.S. 102's Title III program will provide parents of ELLs with the opportunity to attend workshop(s), so that they can better assist in the education and learning of their child at home.

One two-hour session will be held entitled "1 Week to Better Reading: an At-Home Workshop". This workshop is designed to help parents aid in improving their child's reading comprehension skills. This program is conducted over a one week period at home and provides a parent guide. This workshop will be offered before Session 2 begins. Students will complete this program at home with parent guidance. In the Title III Program, teachers will revisit the strategies covered in the program and assess student progress.

One two-hour session will be held entitled "Preparing ELLs for the NYSESLAT" (time and date to be announced to accommodate different schedules). This workshop is usually offered in March, before NYSESLAT testing begins. Parents attending the workshop will become familiar with the NYS Common Core Language Standards and the NYSESLAT assessment. They will receive an individual profile of their child's NYSESLAT scores from the previous year and sample questions from the NYSESLAT. They will also take home a packet of reading and writing selections for practice as well as, ideas to develop language.

Parents will receive an invitation informing them about the workshops. The invitation is sent out in English, as well as in Chinese and Spanish, the two dominant languages in our school. Six fully certified ESL teachers and the Parent Coordinator will facilitate these workshops. General supplies such as folders, photocopy paper, notepads, overhead transparencies, pencils and books for home use will be purchased to support the parent workshops. Food and refreshments will be offered as well.

Translation will be provided at all parent workshops in the two dominant languages of our school's population, Spanish and Chinese. Our parent coordinator, Mrs. Arelis Hernandez-Dilone will provide full oral translation for Spanish speaking parents and our upper grade Science teacher, Mrs. Chung will provide full oral translation for our Chinese speaking parents.

### Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional</li> </ul>		

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		